



1984

Subject: English | Current: 2009 | Grade: 9-12

Day: 1 of 1

1 Purpose

To explore students' beliefs regarding the role of government in protecting its citizens versus a citizen's rights to privacy and free speech. In particular, this lesson explores how personal information made readily available could be used in unexpected and, perhaps, detrimental ways. This lesson would serve as an introduction or hook into George Orwell's novel, 1984.

2 Duration

50 – 60 minutes (1 lesson)

3 Additional Topics

The Patriot Act, Big Brother, Orwellian, Bill of Rights (Amendments I and IV)

4 Objectives

At the conclusion of this lesson, students will be able to:

- Review the first and fourth Amendments to the Bill of Rights.
- Analyze the Patriot Act of 2001.
- Outline the pros and cons of the Patriot Act and critique in what ways it may infringe or conflict with the rights guaranteed by the Bill of Rights.



5 Standards Addressed

BUSINESS, MARKETING, & TECHNOLOGY

BUSINESS, MANAGEMENT, AND FINANCE

Students recognize how legal and ethical issues interact to affect the productivity of the working environment. **BMF.6.2**

Identify legislation affecting the recruitment and selection process (affirmative action, right to privacy, Americans with disabilities act) **BMF.6.2.2**

INFORMATION TECHNOLOGY

Students demonstrate knowledge of the impact of information technology on society **IT.1.2**

Discuss legislation that relates to information security (e.g., Gramm-Leach-Bliley Sarbanes-Oxley, Patriot Act, DMCA, HIPAA, etc.) **IT.1.2.12**

ENGLISH LANGUAGE ARTS

JOURNALISM

Students understand the function, history, development of a free and independent press in the United States. **JRN.1**

Explain the impact of the First Amendment and important events on the development of freedom of speech and an independent press in the United States that includes: 1690 1st newspaper in America (Public Occurrences, Both Foreign and Domestic), 1721 James Franklin exercises the privilege of editorial independence (The New England Courant), 1798 Sedition Act, 1841 Horace Greeley introduces the editorial page, 1887 Nellie Bly joins Pulitzer's newspaper New York World, 1905 Robert S. Abbott founds Chicago Defender,; 1931 case of Near v. Minnesota, 1951 Edward R. Murrow pioneers television news, 1966 Freedom of Information Act, 1971 New York Times publishes the Pentagon Papers, 1980 1st online newspaper (Columbus Dispatch), 1991 World Wide Web expands online news and information, and other significant or recent events. **JRN.1.3**

Students understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press in the United States. **JRN.2**

Analyze how the First Amendment, the Bill of Rights, and the Indiana State Constitution along with federal and state case law affect the rights and responsibilities of the press. **JRN.2.2**

**SOCIAL STUDIES****U.S. GOVERNMENT**

Students will identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

USG.2

Summarize the colonial, revolutionary and Founding-Era experiences and events that led to the writing, ratification and implementation of the United States Constitution (1787) and Bill of Rights (1791). (Core Standard)

USG.2.

Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

USG.5

Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court. (Core Standard)

USG.5.5**6 Vocabulary**

At the end of this lesson, students should be able to define the following terms:

- Patriot Act of 2001
- Big Brother
- Privacy
- Doublespeak
- Orwellian



7 Materials

----- The following materials will be used in this lesson:

- Copy of Bill of Rights (Amendments I and IV)
- Copy of US Patriot Act: Pros and Cons (Information about the Patriot Act Controversy)—web address at end of lesson plan
- Ordering a Pizza video/audiocast—web address at end of lesson plan
- 1984 video trailer—web address at end of lesson plan

8 Additional Resources

----- This lesson uses the following additional resources:

- Flip Chart Paper
- Markers

9 Procedures & Methods

----- 1984

A. Introduction

Students complete a fast write in response to the following prompt: What responsibilities does our government have in keeping its citizens safe? (5 minutes)

Full group discussion of fast write thinking (5 minutes)

Review/discuss the I and IV amendments to the Bill of Rights. What are the amendments guaranteeing? (5 minutes)

B. Development

Students read US Patriot Act: Pros and Cons (Information about the Patriot Act Controversy) (individually or aloud depending on time constraints and students' reading abilities) (10 minutes)

In groups, students analyze the Patriot Act against their understandings of Amendments I and IV recording areas in which they feel the Patriot Act infringes or conflicts with the words/intentions of the Amendment. (10 minutes)

C. Practice

On the overhead (or in a handout) provide the definition of "Orwellian". Ask students how they think Orwell would respond to the Patriot Act. (5 minutes).



D. Independent Practice

Show Ordering a Pizza (2-3 minutes).

Ask students to respond to the following prompt in a fast write:

In what ways does what happens in the Ordering a Pizza video reflect an Orwellian perspective? (5 minutes)

E. Accommodations (Differentiated Instruction)

Multiple Intelligences (verbal, interpersonal, visual, logical) are addressed in this lesson.

Students who are struggling may need some scaffolding, such as a graphic organizer to follow the higher level concepts and the pro/cons of the Patriot Act.

F. Checking for Understanding

Participation in whole group discussions, monitoring small group work, Orwellian fast write.

G. Closure

If time permits, show the 1984 book trailer video as a “hook” into starting the novel and assign reading the first chapter as homework.

10 Evaluation

----- The following items should be evaluated at the end of the lesson:

- Small group created comparison charts
- Orwellian fast-write.

11 Teacher Reflection

----- To be completed by teacher after teaching the lesson.



12 Resources & Media

----- The following resources are used in this lesson:

- **US Patriot Act Pros and Cons (online):**

http://www.lifescrypt.com/Soul/Self/Growth/USA_Patriot_Act_Pro Pros_And_Cons.aspx?trans=1&du=1&gclid=COP-paL29JsCFRPyDAodeHWX_g&ef_id=1350:3:s_fa5f9a3d51810fb685d97a6897ff8f5_2540589485:Sm0cP9BkOIYAAD56Oj4AAAMA:20090727031719

- **Ordering a Pizza**

<http://www.aclu.org/pizza/images/screen.swf>

- **1984 Book Talk video trailer**

<http://sulley.dm.ucf.edu/~dbooktalk/wordpress/?p=25>

- Copy of Bill of Rights (Amendments I and IV)

- Copy of US Patriot Act: Pros and Cons (Information about the Patriot Act Controversy)

- Flip chart paper

- Markers